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Criteria for language teaching are formulated. Complete lessons are designed to complement laboratory or textbook learning. Drills for building language skills are included. Laboratory programs must be carefully planned. Tapes professionally made to go with textbooks achieve more than do regular lesson tapes.

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A BEGINNING AUDIO-LINGUAL GUIDE

BY EDWARD M. STACK, Ph.D., PROFESSOR AND CHAIRMAN, DEPARTMENT OF MODERN LANGUAGES, VILLANOVA UNIVERSITY, CONSULTANT TO THE PROJECT "BEHIND THE TAPE--THE TEACHER."

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INSTRUCTIONAL TECHNOLOGY - U.S.C.

To the Language Teacher:

The language laboratory is not a replacement for the teacher. It is a most useful tool that will relieve the teacher of certain mechanical tasks -- allowing students to hear a whole new spectrum of native speakers, newscasts, drama, etc., as well as the teaching drills.

But to be effective the lab programs have to be carefully planned, and this means careful work on the teacher's part. Professionally produced tapes will be helpful, answering the need for various voices of professional quality and avoiding overlapping of efforts.

The job of scripting and recording good lesson tapes is a tremendous one requiring a knowledge of audio-lingual techniques, as well as considerable time. For these reasons it is my opinion that professionally made tapes to go with textbooks can solve the problem of lesson-tapes completely.

However, there are many teachers who do not agree with me and who are already proving the validity of their own opinions by preparing excellent lesson tapes for their courses.

In that portion of material I have contributed for use in the tape, "Behind the Tape--The Teacher", as well as in this more complete audio-lingual guide, an attempt has been made to delineate the criteria for good drills (again--my criteria!) as well as to list a number, primarily in English, which would help to spell out their structure more clearly.

The phonetics of English have been drawn entirely from:

> Kenyon, John S. and Knott, Thomas A., A PRONOUNCING DICTIONARY OF AMERICAN ENGLISH, Merriam.

Credits also should be given to Pierre Delattre of Colorado State University and Gustav Mathieu.

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SOME CHARACTERISTICS OF GOOD DRILLS

1. Utterances must be kept short.
2. Patterns should involve only one new thing at a time.
3. Patterns should be consistent grammatically for from five to eight stimulus - response pairs.
4. In recording any lesson tape use normal speed and intonation.
5. There should be only one obvious correct response to a stimulus on a Master Track.
6. The correct response should always be given for comparison and imitation.
7. Pauses for student response should be approximately 1-1/2 to 2 times the length of the correct response.

- -

A BRIEF GLOSSARY

On all structured drills in this guide, the letter "M" indicates the Master Track (The Teacher's or Teaching Tape).... the letter "S" indicates the possible student response.

2-PHASE DRILLS: A 2-phase drill contains one stimulus on the Master Track, and a pause sufficient to allow an answer by the student.

4-PHASE DRILLS: The 4-phase drill consists of:

1. A STIMULUS on the Master Track.
2. A PAUSE for student response.
3. The CORRECT RESPONSE on the Master Track.
4. A PAUSE for student repetition.

- -

DRILL MATERIALS INCLUDED

1. REPETITION DRILLS

I. For Basic Sound: Used for basic pronunciation teaching and for teaching patterns.

II. For Syllables and Words: Word given full for hearing, then syllable by syllable.

III. ECHELON DRILL: for sentences To teach pronunciation, division of sentences into sense-making word groups and intonation.

2. MUTATION OR TRANSFORMATION DRILLS:

Purpose: to teach students other forms of words, ie: noun plurals, direct object pronouns.

I. Analogy Drill: By providing an example of one in the stimulus, and a question about another form, the student is forced to find and use the other form of the adjective, verb tense, etc.

II. Paired Sentence Drill: One type of use -- in languages in which adjectives appear either before or after a noun they modify, the paired sentence drill forces the student to make the proper agreement, as well as to select the right position for the adjective.

III. Fixed Increment Drill: This drill consists of a fragmentary stimulus and a standard phase (the fixed increment) that the student combines with it. This drill is useful in teaching the subjunctive and the use of prepositions before infinitives.

IV. Addition Drill: Here the student merely adds fixed elements in the appropriate place in the stimulus on the Master Track. (For teaching verb negation, adverbs and in general testing, where the item to add may be any one of several categories.

IDIOMS AND CONVERSATIONAL UNITS NOT SUSCEPTIBLE OF PATTERNING:

An idiom is best taught by repeated uses. An idiom should be given about eight examples before a second idiom is taken up. After several idioms have been taught, lab drills may be used in a non-patterned testing phase. Questions should be so formulated that only one of the idioms studied is forced upon the student.

READING: Drills for reading can be used with great success in the laboratory.

WRITING: The laboratory may be used for teaching writing, but only after a student has mastered the listening and speaking phases.

A. REPETITION DRILLS (I) Basic Sounds

Most elementary -- used for basic pronunciation teaching and for teaching patterns.

Examples: To teach sound (æ) as in bat.

(The initial and final consonant sounds S and T in these words would have been introduced and practiced before the taped drill.)

M: Repetition Drill: Repeat:

M: (æ)

S: (æ)

M: at

S: at

M: bat

S: bat

M: cat

S: cat

M: rat

S: rat

M: sat

S: sat

REPETITION DRILLS (II) Syllables and Words

To teach words. Give the word first in full for hearing, then syllable by syllable. It is often useful to give the sounds in each syllable in reverse order:

M: Repetition Drill, Vocabulary (2-Phase Drill)

M: Listen to the word: discover. Repeat: (I)

S: (I)

M: (dI)

S: (dI)

M: (^)

S: (^)

M: (K^)

S: (K^)

M: (skΛ)

S: (skΛ)

M: (ə r)

S: (ə r)

M: (və r)

S: (və r)

M: discover

S: discover

REPETITION DRILLS (III) Echelon Drill: Sentences.

Purpose: To teach pronunciation, division of sentences into sense-making word-groups, and intonation.
Technique: A sentence is given a sense-making group at a time, new elements being added at the end:

M. Repetition Drill. Imitate the accent, pronunciation and intonation exactly.

(2-Phase Drill)
M: The young man.
S: The young man.
M: The young man who is sitting.
S: The young man who is sitting.
M: The young man who is sitting beside you.
S: The young man who is sitting beside you.
M: The young man who is sitting beside you is the teacher.
S: The young man who is sitting beside you is the teacher.
M: The boy.
S: The boy.
M: The boy who is reading.
S: The boy who is reading.
M: The boy who is reading the magazine.
S: The boy who is reading the magazine.
M: The boy who is reading the magazine is my brother.
S: The boy who is reading the magazine is my brother.

2. MUTATION OR TRANSFORMATION DRILLS: plurals of Nouns.

Purpose: To teach the students other forms of words.
Example: To teach the plurals of cat, dog, horse, brush, cow, student, box, book, and pen.

Although the rule for making English words plural is simply to add s in most cases, the spoken language reveals three different categories. What is the plural of cat? In this case, (s) is added; in the case of dog, (z) is added to make the plural dogs. With words like brush, the sound (ə z) is added to form brushes.

All the nouns forming the plural by adding (s) are grouped together for the tape's teaching phase; then those adding (z), then those adding (ɘz). Finally there is a testing phase in which the nouns are mixed so that the student may test hims elf.

This drill is given in full. There are three each of the types of plurals involved.

M: Transformation Drill. Give the plural of each noun. Begin.

M: Cat.
S: Cats
M: Cats.
S: Cats.

M: Student
S: Students
M: Students
S: Students

M: Book
S: Books
M: Books
S: Books

M: We begin the second phase with nouns taking the final Z sound for the plural.

M: dog
S: dogs
M: dogs
S: dogs

(Other examples: cow, pen,)

M: We begin the next phase with nouns taking the final ES for the plural.

M: Horse.
S: Horses.
M: Horses.
S: Horses.

(Other examples, brush and box.)

M: See if you have learned these plurals in the testing phase that follows:

M: cat
S: cats
M: cats
S: cats

M: brush
S: brushes
M: brushes
S: brushes

(Other examples mixed in the testing phase: pen, box, cow, students, etc.)

M: End, Transformation drill noun plurals.

- -

Once the pattern of forming plurals has been established by means of such a basic drill as the one above, the plurals can be put into sense-making and conversation-like patterns like the following: (4-phase Drill)

M: State that you have two of the items mentioned in the stimulus.

M: John has a book.
S: I have two books.

M: John has a cat.
S: I have two cats.

M: John has a clock.
S: I have two clocks.

ADVERBS OF QUANTITY

After plurals have been taught, the noun unit can be expanded to include adverbs of quantity, such as many, several, enough, very little, very few and the like.

M: Say that you have MANY of the items mentioned:

M: Bill has a book.
S: I have many books.

M: Bill has a stamp.
S: I have many stamps.

NOTES ON THE PRECEDING PAGES:

The typical lesson in a language text on the elementary level consists of:

1. A reading or conversation, designed to show the language in action.

2. A vocabulary list.

3. A grammatical explanation of 2-3 points.

4. Exercises.

The repetition drills demonstrated so far are well suited to the introduction of new words from the vocabulary, syllable by syllable at first, then in complete units; and for teaching the pronunciation and intonation of the larger syntactical units, using repetition of sense-making breath-groups.

The echelon repetition drill is another method of enabling the student to remember and repeat sentences of increasing length with excellent intonation. Thus the grammar book's reading selection and its vocabulary list are easily converted into simple repetition patterns.

The grammatical explanations of a textbook lesson deal with only two or three important points of structure, word-order, or inflection, and perhaps a verb tense or irregular verb paradigm. It is usual, too, to present exercises in which the student may apply these "rules", using the patterns demonstrated in the reading selection. It is at this point that the preparation of laboratory pattern drills becomes a matter for the teacher to devote time to, especially if the text selected does not have publisher's tapes to accompany it.

The main drawbacks normally encountered in the text are: (1) insufficient examples in the exercises to allow the student to form a linguistic habit called for by the grammatical feature being studied; (2) lack of patterning, that is, lack of a substantial sequence of similar examples, enabling the student to solve each succeeding problem by analogy with the preceding example. The teacher may overcome these difficulties by multiplying examples using vocabulary already covered, and by systematically arranging the individual elements of exercises in consistent patterns.

An essential aid to the construction of good tape drills, which are admittedly mechanical for the most part, is a vocabulary notebook. The teacher will list all nouns studied so far in the course on one page, all adjectives on another, all adverbs on another, all verbs on still another, and so on for all parts of speech.

Each main category is sub-divided as logically as possible; the nouns are listed in four columns for French, for example: masculine nouns, feminine nouns, masculine nouns beginning a vowel sound, and feminine nouns beginning with a vowel sound.

Adjectives are divided into a list of those that form the feminine by adding a consonant sound (like intelligent, intelligente), those that are invariable (autre, autre) those that are irregular. (This latter category would not include blanc, blanche, however, as this is a phonetically regular adjective.) It is the grammar of the spoken language that must be considered.

We have seen an example of phonetic patterning in the drill on the plurals of cat, dog, and brush, these being the three categories of English regular plurals.

The words listed in these classified lists should be accompanied by an indication as to what chapter they first appeared in. It is best to keep the lists of words in the order of their appearance in the book, rather than to try to arrange them in some other fashion, such as alphabetically.

This vocabulary notebook enables the teacher to pick out the exact words needed for patterns, according to criteria affecting the pronunciation and structure. And it assures the teacher that the words being used have already been taken up in the text.

Let us now examine methods of presenting four-phase pattern drills designed to teach the grammatical points that might usually appear in a textbook lesson. These points will be primarily matters of inflection (agreement of adjectives and verb patterns, for example), word order, and structural substitutions and additions such as those needed for the use of pronouns and negation.

EXAMPLES: 4-Phase Anticipation Drill

The pattern found most satisfactory by many laboratory teachers is the four-phase anticipation drill. This consists of a stimulus on the master track, a pause for student response, the correct response on the master track, and a pause for student repetition. Here is an example, first of the teacher's master track.

M: Tape E1-12* Direct Object Pronouns. Substitute the appropriate pronoun him, her, or it for the direct object:

M: We see the doctor. (Pause)

M: We see him. (Pause)

M: We see the professor. (Pause)

M: We see him. (Pause)

.....The student would respond as follows (we are including the student's mistakes and correction).

M: Tape E1-12. Direct Object Pronouns. Substitute the appropriate pronoun HIM, HER, or IT for the direct object.

M: We see the doctor.

S: We see it.

M: We see him.

S: We see him.

M: We see the professor.

S: We see him.

M: We see him.

S: We see him.

M: We admire the lieutenant.

S: We admire him.

M: We admire him.

S: We admire him.

M: We admire the book.

* One method of coding for schools with large libraries of language tapes.

S: We admire him.

M: We admire it.

S: We admire it.

M: We like the library.

S: We like it.

M: We like it.

S: We like it.

M: We enjoy television.

S: We enjoy it.

M: We enjoy it.

S: We enjoy it.

M: John likes the university.

S: John likes it.

M: John likes it.

S: John likes it.

M: John likes the girl.

S: John likes her.

M: John likes her.

S: John likes her.

M: John sees his girl friend.

S: John sees her.

M: John sees her.

S: John sees her.

M: The boy likes Mary.

S: The boy likes her.

M: The boy likes her.

S: The boy likes her.

.....this is a foreshortened drill, since only three examples were given of each type of direct object pronoun. Normally there would be at least six or eight examples before changing to a new pronoun. It is the consistency

within each segment that makes a pattern -- one example does not set a pattern, nor can two examples set a pattern. Three examples would be an absolute minimum.

Now the same drill we have been hearing continues, entering the "testing phase". Here we find mixed examples taken from the teaching phase we have heard, and with additional examples using words the students have already met, but which will present solvable problems on the basis of the drill.....

M: We are reading the book.

S: We are reading her.

M: We are reading it.

S: We are reading it.

M: John sees the nurse.

S: John sees her.

M: John sees her.

S: John sees her.

M: Henry likes the dean.

S: Henry likes him.

M: Henry likes him.

S: Henry likes him.

M: I hate television.

S: I hate her.

M: I hate it.

S: I hate it.

M: George loves that girl.

S: George loves her.

M: George loves her.

S: George loves her.

M: End. Tape E1-12.

Again, the testing phase has been abridged. It is suggested that at least eight consecutive consistent examples form each segment of the teaching phase (i.e., 8 for him, 8 for it, 8 for her), and that about 30 per cent additional examples be added, in mixed order, as a testing portion.

The tape will last about 7 minutes, using the rough estimate of about 5 stimulus-response pairs (including student pauses) per minute. The total number of pairs is 8 x 3 (or 24) for the teaching part, and about 10 more for the testing part. This makes 34 pairs; divide by five to find the approximate time, 7 minutes.

The general principles are, then: (1) careful patterning of segments to keep them consistent, allowing the student to solve each problem on the basis of the preceding one; (2) sufficient examples to make for automatic responses; (3) keeping the utterances short so that students can handle them without forgetting part of them.

Having defined the four-phase, or anticipation mode of presenting patterns through an example, we shall now see specific applications to the principal grammatical points usually taught. After that we shall see how tapes can be used in teaching idioms in conversation-like drills in the laboratory, and finally how they can be used to teach reading and writing.

ADJECTIVES

Assuming that the student has learned some nouns through some of the repetition drills, the addition of adjectives and their agreement in number and gender may be taught using analogy drills.

An example of analogy drill for the teaching of gender agreement follows. Since the example is in English, there is no difference in pronunciation between the stimulus and response forms of the adjective, but language teachers will recognize the importance of the drill in other languages:

M: Unit E1-07. Agreement of adjectives. Apply the adjective used in THE FIRST HALF OF THE STATEMENT TO THE NOUN suggested in the fragmentary question. Begin:

M: The house is white. How about the book?

S: The book is white.

M: The book is white.

S: The book is white.

M: The street is narrow. How about the sidewalk?

S: The sidewalk is narrow.

M: The sidewalk is narrow.

S: The sidewalk is narrow.

The main point is to use an adjective of one gender in the stimulus, and provide a question about a noun of the other gender so that the student is forced to find and use the other adjectival form.

In languages in which adjectives appear either before or after the noun they modify, the paired sentence drill is useful. It forces the student to make the proper agreement as well as to select the appropriate position for the adjective. Here is an English example of the format:

M: You will hear a pair of short sentences. Combine them as shown in the first example and join in as soon as you understand.

EXAMPLE....

M: There's a girl. She is pretty. She's a pretty girl.

M: There's a teacher. She is intelligent.
S: She's an intelligent teacher.
M: She's an intelligent teacher.
S: She's an intelligent teacher.

M: There's a nurse. She is busy.
S: She's a busy nurse.
M: She's a busy nurse.
S: She's a busy nurse.

M: There's a house. It's white.
S: It's a white house.
M: It's a white house.
S. It's a white house.

....and so on through the pattern. Each segment contains consistent forms as in the example above, where there were several feminine nouns. The new segment which started contained neuter nouns.

This is equally useful in French and German. For instance:

M: Da ist ein Mann. Er ist alt.
S: Er ist ein alter Mann.
M: Er ist ein alter Mann.
S: Er ist ein alter Mann.

M: Da ist ein Baum. Er ist grün.
S: Er ist ein grüner Baum.
M: Er ist ein grüner Baum.
S: Er ist ein grüner Baum

M: Da ist ein Garten. Er ist schön.
S: Er ist ein schöner Garten.
M: Er ist ein schöner Garten.
S: Er ist ein schöner Garten.

M: Dort ist eine Frau. Sie ist schön.
S: Sie ist eine schöne Frau.
M: Sie ist eine schöne Frau.
S. Sie ist eine schöne Frau.

M: Dort ist eine Stadt. Sie ist gross.
S: Sie ist eine grosse Stadt.
M: Sie ist eine grosse Stadt.
S: Sie ist eine grosse Stadt.

The use of PAIRED SENTENCES is appropriate in teaching such things as CONDITIONAL SENTENCES. For example:

M: The weather is nice. I am going to town.
S: If the weather is nice, I shall go to town.
M: If the weather is nice, I shall go to town.
S: If the weather is nice, I shall go to town.

M: It is raining. I am staying home.
S: If it rains I shall stay home.
M: If it rains I shall stay home.
S: If it rains I shall stay home.

PRONOUNS: Use paired sentences to teach relative pronouns:

M: There is a lady. We like the lady.
S: There is a lady whom we like.
M: There is a lady whom we like.
S: There is a lady whom we like.

M: There is a professor. We see the professor.
S: There is a professor whom we see.
M: There is a professor whom we see.
S: There is a professor whom we see.

VERBAL STRUCTURES:

In teaching verbal structures, the patterned teaching of forms can assume a conversational style of exchange between Master Track and student response. This is done by simple questions such as these:

M: Do you read French?
S: Yes, I read French.
M: Yes, I read French.
S: Yes, I read French.

M: Do you like books?
S: Yes, I like books.
M: Yes, I like books.
S: Yes, I like books.

....and so on. The Master Track must have stated that the student will give positive answers. The same drill can be used to teach negation by having the Master Track state that only negative answers will be given.

M: Give negative answers to the following questions.

M: Do you read French?
S: No, I don't read French.
M: No, I don't read French.
S: No, I don't read French.

M: Do you like books?
S: No, I don't like books.
M: No, I don't like books.
S: No, I don't like books.

ANALOGY DRILL TO TEACH ALL FORMS OF A GIVEN VERB TENSE:

All the forms of a given verb tense can be forced upon the student by the use of an analogy drill. The type used is this:

M: I speak French. How about John?
S: He speaks French, too.
M: He speaks French, too.
S: He speaks French, too.

M: I work at the library. How about John?
S: He works at the library, too.
M: He works at the library, too.
S: He works at the library, too.

M: We go to church on Sunday. How about Robert?
S: He goes to church on Sunday, too.
M: He goes to church on Sunday, too.
S: He goes to church on Sunday, too.

Notice that the student is forced to use the third person singular of a verb whose first person singular has been mentioned.

If it is desired to elicit the 1st person singular, the fragmentary question is "How about you?" To elicit the 1st person plural, ask "How about us?". To elicit the 3rd person plural (they-form), ask "How about your brothers?" or "How about your parents?", for instance. In each case the stimulus sentences are made to contain a form other than that being elicited.

Irregular verbs are inserted at the ends of patterns of regular verbs. The fact that they do not conform to the pattern will impress itself on the minds of the students, who will err the first time, but later remember vividly that this verb is different from the rest.

Fixed Increment Drills.

Certain verbal features are easily taught by use of fixed increment drills. For example, the teaching of the government of verbs over certain prepositions. In English, certain verbs, if mentioned, automatically call to mind the preposition required next. For example, if I say, "I shall attribute this..." you know that the preposition "to" will follow; or if I say, "This theory is compatible..." you know that "with" must be the next word. The teaching of such strict combinations in foreign languages may be done as follows:

M: Complete each stimulus with "this book".

M: This is characteristic.....
S: This is characteristic of this book.
M: This is characteristic of this book.
S: This is characteristic of this book.

M: I see the effect.....
S: I see the effect OF this book.
M: I see the effect OF this book.
S: I see the effect OF this book.

M: Robert is contented.....
S: Robert is contented WITH this book.
M: Robert is contented WITH this book.
S: Robert is contented WITH this book.

M: He is careless.....
S: He is careless ABOUT this book.
M: He is careless ABOUT this book.
S: He is careless ABOUT this book.

Here we have used an abridged segment calling for OF, then one calling for WITH, and one calling for ABOUT.

Teaching the Subjunctive.

Another verb problem is the subjunctive. It is easily taught by the use of a fixed increment. Here, the increment will be at the beginning of the statement rather than at the end.

M: Preface each fragment with "It's essential that..." (Complete to make 4-phase drill.)

M: I am going to town.
S: It's essential that I go to town.
M: I am reading this lesson.
S: It's essential that I read this lesson.
M: John speaks French.
S: It's essential that John speak French.
M: John's going to town.
S: It's essential that John go to town.
M: We're writing a letter.
S: It's essential that we write a letter.

.....again, the pattern is carried out more fully than can be shown here, with at least 5 to 8 examples in the 1st person singular before eliciting a like number of 3rd person singular, and then going on to full quotas of the other forms.

Thus the paradigms of verbs can be taught by analogy drills, and by simple conversation-like questions and answers; special structures may be taught by fixed increment drills.

Negation: Verb negation is taught structurally at first by simple addition drills. Here the student merely adds fixed elements in the appropriate places in the stimulus:

M: Make the following verbs negative: (Complete to make 4-Phase Drill)

M: John's reading.
S: John's not reading. (Be sure stress is on read)
M: Mary's thinking.
S: Mary's not thinking.
M: Bill's talking.
S: Bill's not talking.

ADVERBS

Adverbs may likewise be taught by an addition drill requiring the student to place the adverb in the correct position: (Complete to make 4-Phase Drill)

M: already. John has left.
S: John has already left.
M: soon. Mary will be here.
S: Mary will soon be here.
M: tomorrow. Alice will arrive.
S: Alice will arrive tomorrow.

These addition drills may be used in general testing, where the item to add may be any one of several categories:

M: Add the new element where it should go:

M: Il a parlé bien. (Complete to 4-phase drill)
S: Il a bien parlé.
M: Il a bien parlé. nous
S: Il nous a bien parlé.
M: Il nous a bien parlé. hier.
S: Hier il nous a bien parlé.

Here the student had to place an adverb correctly after the inflected verb in the first example, an indirect pronoun before the verb in the second, an adverb of time at one end of the sentence in the third, and so on. This is a non-patterned testing drill, used only after each of these types of word-order problems has been treated systematically and separately.

IDIOMS AND CONVERSATIONAL UNITS NOT SUSCEPTIBLE OF PATTERNING....

An idiom is best taught by repeated uses. Generally an idiom is a fixed structure in which only the verb inflection is a problem, but the remainder of the word pattern must become so familiar that it is automatic.

An idiom is given about eight examples before a second idiom is taken up. After several idioms have been taught, the laboratory drills may use a non-patterned testing phase which has the advantage of conversational context within each stimulus-response pari. The questions should be so formulated that only one of the idioms studied is forced upon the student.

M: Answer, using one of the idioms we have studied. (Complete to 4-phase drill)

M: Why do you want a glass of water?
S: I'm thirsty.
M: Why does John want a drink?
S: He's thirsty.
M: Why is that horse drinking from the fountain?
S: He's thirsty.
M: Who do you need when you're sick?
S: I need a doctor.
M: Why are you opening the windows?
S: I'm warm.
M: Why is John opening the windows?
S: He's warm.
M: Why are you sitting so close to the stove?
S: I'm cold.

The idioms to be thirsty, to need, to be warm, to be cold, generally can be drilled with this kind of exercise entirely in the target language. If questions are asked for which there are several possible answers, the laboratory drill must be regulated to call for only one answer. The answer needed can be given in a confidential tone as follows:

M: Who gets up early in the morning? (Mary)
S: Mary gets up early in the morning.
M: Who gets up at seven-thirty? (My parents).
S: My parents get up at seven-thirty.
M: Who goes to a dance every Saturday? (Henry and I)
S: Henry and I go to a dance every Saturday.

The limitation of answers is essential because in a four-phase anticipation drill a correct answer is always given. The student should not be frustrated by a multiplicity of possible answers, even though others may be correct. His task is to learn one possible correct response in the laboratory. The classroom is the place to put other answers to the test and to exercise one's initiative in constructing new ideas patterned after those learned thoroughly in the laboratory.

WRITING. The laboratory may be used for teaching writing. After a student has mastered the listening and speaking phases, is sure of understanding a word or phrase when he hears it, and is equally able to produce the word or phrase with good pronunciation when it is appropriate, he may learn the spelling. Dictation is an excellent means of doing this, and the laboratory is a great time saver for the teacher.

The student should be assigned a short passage or selection of sentences in his book, the material of which he has already covered thoroughly from the audio-lingual aspect. He should study the spellings, punctuation and capitalization of this material. In the laboratory he will hear this material read, first a complete sentence for comprehension, then a sense-making breath-group at a time. He will write this material, and when it is completed, will open his book and compare what he has written with the correct text. He will then return to the tape for a second and improved attempt.

Tapes may be prepared with adequate pauses, or the teacher may merely stop the broadcast tape at the console at appropriate places. If the student has his own library copy of the material, he can control his own pauses and re-hearings.

The tremendous advantage of this means of giving dictation is that the speaker's voice reaches each student with equal intensity and distinctness, repetitions are always precisely like the original utterance, and extraneous clues (such as teacher's exaggerated mouth positions, over-stress, and other alleged aids) are absent. The student comes to rely as he should, entirely on the sound. Furthermore, he will be able to practice in the laboratory to an extent never before possible, and to hear a variety of native speakers.

READING. Drills for reading can be used with great success in the laboratory, enabling students to read rather well when they arrive in class after such preparation.

A simple repetition drill is effective for initial reading practice:

M: Fourscore and seven years ago...
S: " " " " "
M: ...our fathers.....
S: ...our fathers.....
M: ...brought forth upon this continent...
S: " " " " "
M: ...a new nation...
S: " " "

Once this kind of drill has been used, the anticipation drill would be useful.

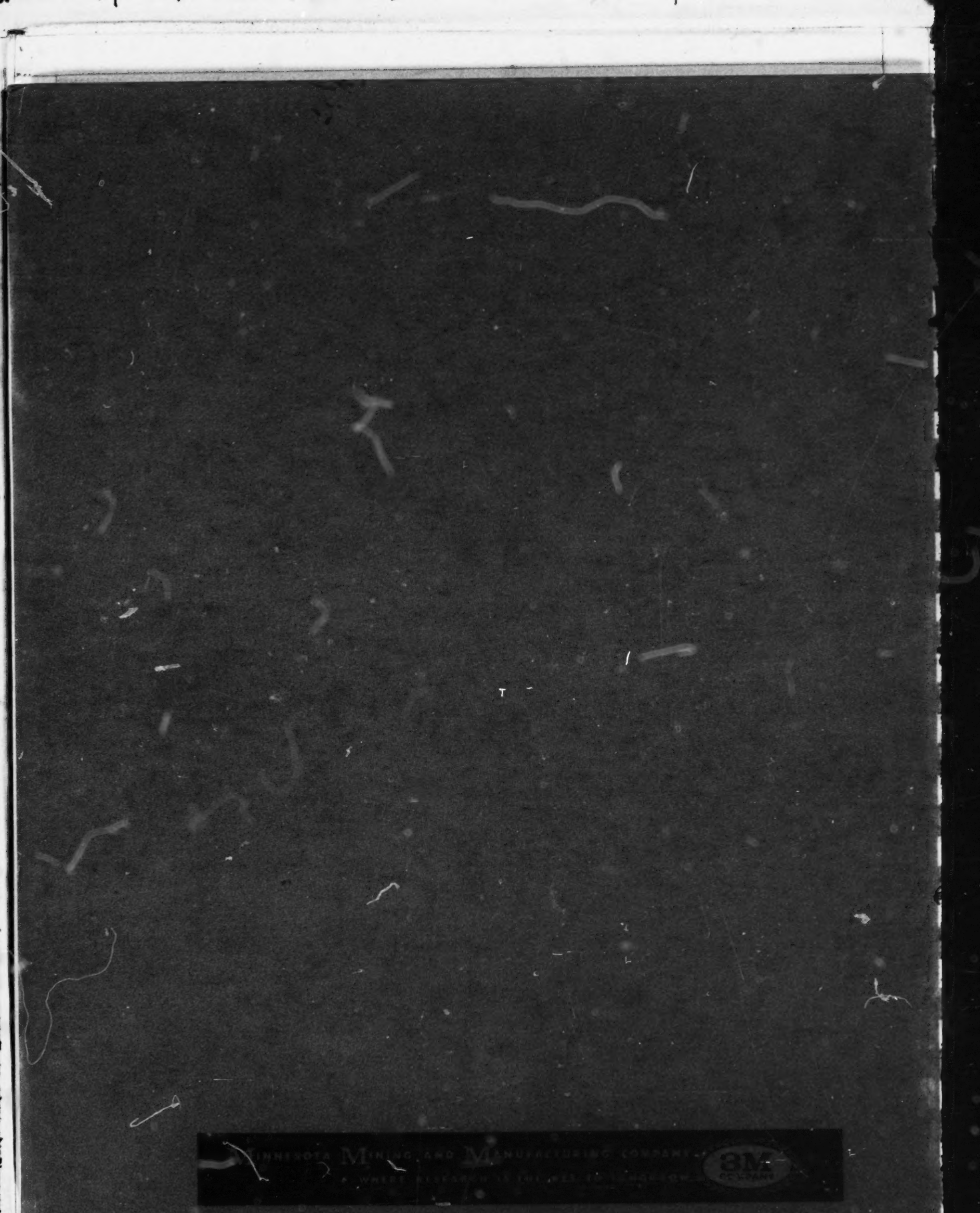
A mechanical signal is used. Let us suppose that the student has before him the printed text in the target language. For our convenience on this tape, we will assume that the printed text is Lincoln's Gettysburg Address, which will make it unnecessary for a printed document to be at hand for the demonstration. The mechanical beep (MSig)* is the signal to start reading, and the student will immediately attempt to read the first sense-making group aloud; he will then hear the correct grouping and pronunciation, and repeat it. This is a four-phase drill.

M: Books open to page 73, the Gettysburg Address. When you hear this signal (MSig), read the first sense-making group of words. Then you will hear the correct reading, and repeat it. When the next beep is heard, continue on with the reading as before. Start...(MSig)
S: Fourscore and seven years
M: Fourscore and seven years ago
S: Fourscore and seven years ago...
MSig
S: our fathers.....
M: our fathers.....
S: our fathers.....
MSig
S: brought forth on this continent.....
M: brought forth on this continent.....
S: brought forth on this continent.....

*A simple bell tone or chime can be equally effective.

MSig
S: a new nation conceived...
M: a new nation.....
S: a new nation.....
MSig
S: conceived in liberty.....
M: conceived in liberty.....
S: conceived in liberty.....
MSig
S: ...and dedicated to the proposition that....
M: ...and dedicated to the proposition....
S: ...and dedicated to the proposition....
MSig
S: ...that all men are created equal.
M: ...that all men are created equal.
S: ...that all men are created equal.
MSig.

The purpose of this drill was to place the initiative for surveying enough words for a breath-group upon the student, and to force him to try a pronunciation before he hears and imitates the correct pronunciation and grouping.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